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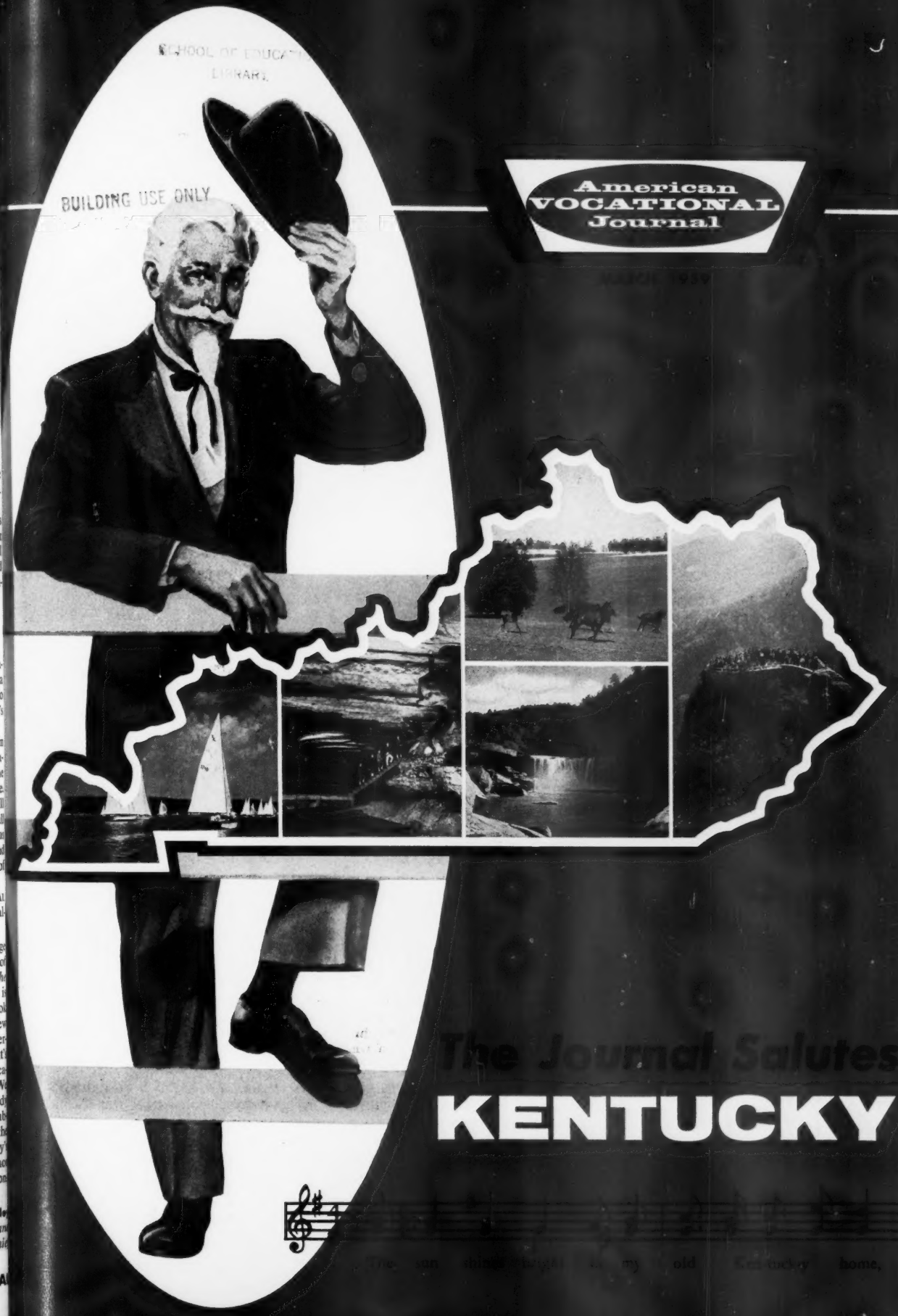

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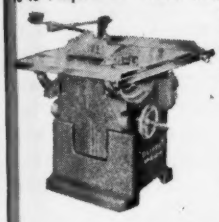

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COMMENT

Editor's Note: Presented here are quotations from some of the numerous letters of comment Dr. Melvin L. Barlow received after his feature, *The Enemy Unseen* appeared in the January JOURNAL.

CONGRATULATIONS on *The Enemy Unseen.* It is a splendid article, written in a scholarly and competent manner. I am glad that you have written it and am proud of you and proud of the thoughts that you expressed. Had vocational people over the past 50 years spent little more energy in the direction of the broader aspects of vocational education, I am sure that some of the criticisms wouldn't be quite as destructive as they now appear to be.—DAVID F. JACKEY, Dean, College of Applied Arts, University of California.

I HAVE read from beginning to end your splendid, provocative statement in the recent JOURNAL. You should do more of this kind of thing!—WESLEY P. SMITH, California State Director of Vocational Education

THE ARTICLE is well stated, tells a very logical story . . .

We must educate people for work, but at the same time we should also educate them to appreciate their socio-economic and aesthetic environment. Perhaps a simpler way to put this would be, in addition to teaching people to work in any of the many occupations of the world, we should also teach them to live happy and satisfying and understanding lives.—VERNE C. FRYKLUND, President, Stout State College.

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Applause

—to C. L. Greiber, Director, Wisconsin State Board Vocational and Adult Education, who offered a fi presentation on the advantages the area vocational school at the American Associati of School Administrators' 91st annual meeting in Atlan City (Feb. 14-18).

Speaking at the same session was Dr. Carlton Wright, Extension Economist in Marketing, New Yo State College of Agriculture, Cornell University, wh at one time served AVA as Director of Research a Publications. Planned by AVA in cooperation wi NEA's Department of Rural Education, the program al included, as an interrogator, AVA Executive Secreta Dr. M. D. Mobley.

* * *

—to members of the Minnesota Vocational Associati and Editor Elmer R. Lundgren for the "new look" their official publication *MVA Viewpoints*. The organ zation's quarterly, always attractive and interesting, no sports a four-page, slick paper cover in two colors. handsome job!

* * *

—to Congressman Carl Elliott of Alabama who recent addressed a group of professional, civic and busine leaders at the Tennessee Valley State Vocational Scho in his home state. The Congressman discussed the N tional Defense Education Act of 1958 which he c sponsored with Senator Lister Hill. Later, he toured t school's shops.

Mr. Elliott said he feels vocational technical schoo are a must in America if we are to adequately compe with the Russian system of 3,406 vocational schools now used to train over 70,000 technicians annually.— ALABAMA TRADE AND INDUSTRIAL EDUCTION NEW LETTER, February.

* * *

—to NVATA for the handsome new masthead that a pears on the March issue of its regularly-issued, inform tive newsletter.

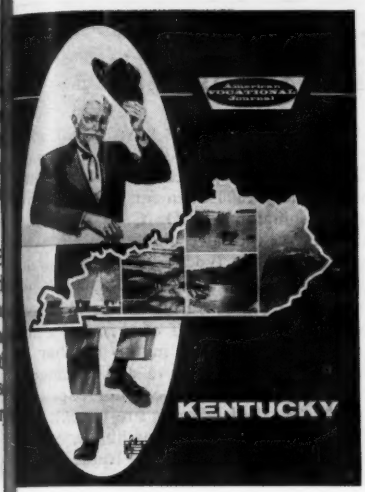
* * *

—to Russell K. Britton, whose review of current leg lative action at the state and national levels is a hig light of the winter issue of the Colorado Vocational Ass ciation's *Newsletter*. This publication also features sparkling editorial by CVA President Pauline Batem who asks her colleagues to:

"Be strong in your beliefs in vocational educatio be vocal about your philosophy of vocational educatio make friends for vocational education by word a deed; be enthusiastic about your job and vocational ed cation; work hard to better vocational education (a CVA)."

* * *

—to the Virginia Vocational Association for announc a 1958-59 program of work in the February issue *Virginia Vocational Education News*. This is anoth "first" for VVA.



The Cover

Vocational educators in the fine Commonwealth of Kentucky deserve much credit for providing the JOURNAL with the outstanding cover that graces this month's issue.

The Blue Grass State's vocational educators deserve even more credit for the outstanding program of vocational education that is described in our March *Salute*, pages 8-21. Be sure to read all about it!

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From the Public Information Committee

VOCATIONAL EDUCATORS who do not have it will want to secure copies of *Our Manpower Future—1955-56*, a 28-page publication of the U. S. Department of Labor, available for 30 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Charts and short, concise statements set forth clearly the prospective increases in manpower and indicate the types of special training that will be required.

A total increase of 10 million workers during the period from 1955 to 1965 is predicted, approximately half of them men and half of them women. Substantial increases in the number of professional and technical workers, proprietors and managers, clerical and sales workers, and service workers are expected. The numbers of farmers and unskilled laborers are expected to decline. A major conclusion is that "our expanding economy demands more workers—better educated and better trained." The report states:

"The economic strength of this or any Nation depends to a large extent on the skill, initiative, and creativeness of its people. Population growth will provide a labor force that is NUMERICALLY adequate to meet future labor requirements, but we must make a conscious effort to develop the QUALITY of our labor force."

SOME OF THE MISCONCEPTIONS of Russian education are dispelled by the following quotations:

"Polytechnic education is the key concept in the development of the general educational system in the Zone (Soviet Zone of Germany). Under this concept, developed by Marx, Engels, and Lenin, all pupils learn the foundations of production in a technical society. Heavy emphasis falls on mathematics, science, and economics, considerable practical training, close relationships between all schools and industry, and the development of an understanding of modern production and methods. The 'Fifth Pedagogic Conference', held in 1956, devoted much of its discussion and report to the problems of *polytechnic education* and recent pleas for the improvement of education emphasize it as the key to fundamental school reform. . . . Plans issued in January, 1957, specify training in 940 trades and skills." (*School Life*, December 1958)

"Widespread discussion is going on now with regard to such educational problems as how better to prepare school graduates for professions and trades; how better to achieve an integration of classroom and production work, of general and polytechnic education." (Uchitelskaya Gazeta, USSR)

"Tass, the Soviet press agency, released details of its new educational school-work program, which will send high school students into the fields and factories to 'bring them closer to life.' Students are to be turned out with a many-sided education well versed in the rudiments of science and fit at the same time for systematic labor." (*American School Board Journal*, January 1959)

* * *

AT LEAST TWO STATES, Pennsylvania and Georgia, have recently assembled and published data showing the vast and growing scope of agriculture which counteract impressions gained from reports of the declining number of farm operators.

Agriculture is Big Business, a bright, eight-page publication of the Alumni Association of the College of Agriculture, University of Georgia, shows that 55 percent of the jobs in the state are in agriculture and that agricultural production accounts for more than $3 billion of the state's business.

The Agricultural Education Magazine for February, 1959 includes an article by W. R. Brown on "Teachers' Responsibility to Keep the Public Informed." The Committee on Public Information, believing that the most important publicity is disseminated in communities, hopes that the emphasis on teacher responsibility for public information will continue, increase, and spread through all fields of vocational and practical arts education.—H. M. HAMLIN, *Chairman.*

Latest Word from WASHINGTON

THE JOURNAL SALUTES KENTUCKY. Artwork for this month's cover was provided by the Blue Grass State—home of a vocational program that we are proud to describe and salute in this issue. Yes, the "sun shines bright" for thousands of youth and adults in Kentucky whose natural heritage, coupled with sound training opportunities, has resulted in profitable, useful employment.

LET'S NOT FORGET! Not only fresh blood but great ideas were poured into America's huge melting pot during the historic tides of immigration that, in less than a century, converted our nation from a primitive rural economy to the most powerful and productive industrial and agricultural force man has ever beheld.

Let's not forget!

Culture, skills, crafts and learnings were brought here by people from all over the world to be processed and alloyed in our great crucible of democracy.

They gave us the highest living standards, the richest national culture, history has recorded. But, again let us not forget that even our large family-size auto tail fins trace their origins to the metalwork lore of Europe.

It is especially important for us to remember these things in these days of crises, when our leadership is challenged—perhaps flaunted—not by the western Europeans who gave us our start in life but by Russians and Asiatics who openly boast they will bury us and our freedoms.

Like America, the Communist states of Russia and China are racing now toward glowing horizons; blending their Marx-inspired energies with the wonderful know-how of Germany, England, France and the United States.

Let's not forget!

It's a well known fact that both the Russian and American Sputniks were the brain children of German scientists who grew up and were educated in the Fatherland. The humorous quip about the Russian and American Sputniks greeting each other in the German language in outer space has the essence of basic truth.

Yes, let's not forget!

In Germany, where these world-renowned scientists were reared and educated, about 90 percent of the people—both male and female—are educated in highly specialized vocational training programs. No other nation in the world enrolls such a high percentage of its people in vocational training programs. Yet, Germany has for years produced many of the world's outstanding scientists.

Most Americans will concede to Dr. Werner Von Braun and his German associates enormous credit for our rocket-plunge into the space age.

But some of these same Americans forget that whereas Dr. Von Braun converted his mighty thoughts to paper, it took a legion of others—exercising myriad skills and crafts—to get his ideas off the drawing board, and off the ground.

Let's remember, not forget!

Without technicians, machinists, die-makers and products of a hundred lores and disciplines, Dr. Von Braun today would be a frustrated dreamer, his asteral ideas as whimsical as Mother Goose and the cow that jumped over the moon.

Leaders in communist-dominated countries know this only too well. Though they are teaching those adept in science the mathematics and basics needed to bring forth more Von Brauns, they are not neglecting the skills and crafts so essential if geometric abstractions and complicated blueprints are to be translated into moon ships.

Here in America our shock at losing the first race into the "wild blue yonder" continues to disrupt our thinking. First, there was the cry to mold every American child into a Von Braun—vocational shops and classrooms were to be transformed into science laboratories. Then came the demand—from a very vocal few—to revamp our entire school program. Some even asked us to ape what they misinterpreted to be the Russian system.

Self-ordained specialists in education, by the dozen, suggested remedies for our allegedly "ailing" public schools.

Now, as the trend appears to indicate a return to normalcy, we of vocational education must commend our colleagues who protested vigorously when others asked for a secondary school program devoted solely to science and college entrance preparation. They know, as we do, that scientific findings cannot be activated without the skilled hands of vocationally trained personnel.

Let's not forget—and let us pause here to reflect.

While some of our top political leaders—including the President and several Cabinet members—call for the elimination of federal funds for vocational education, the school programs in Russia and Red China are undergoing rapid revision. Both of these nations are building the skill and productivity of their people through a tremendous expansion of vocational education. This is an important phase of their overall, long-time plan to lick the United States in an economic war.

Let's not forget that the Germans, who provided the brainpower for producing both the American and Russian sputniks, developed and maintained one of the world's most outstanding vocational programs during the last century. Since World War II, they have demonstrated the fastest recovery from disaster and rubble man has ever witnessed.

Times have changed and loads of immigrants no longer pour off every boat, bringing us the fruits of European training. But our air mail system is working and information travels at the speed of light via radio, cable and television broadcast.

As we continue to study critically the public school program that has helped so materially in our achievement of the highest standard of living any nation, anywhere--any time--has ever enjoyed, let's not lay waste our old world heritage. Instead, let us hold dear our memories and profit from their guidance as we make changes in the system that has given us European craftsmen and technicians who have been sparked with that extra, American touch of genius.

If we don't, we may well lose our power to render our dreams into reality.

Let's not forget...let's remember. And as we remember, we might do well to recall the words of Dudley M. Hughes that still ring with truth and wisdom even though they were pronounced 43 years ago on the floor of the House of Representatives:

"National efficiency is the sum total of efficiency of all individual citizens, and the national wealth is the sum of their wealth-producing capacity...In the markets of the world we compete, not as individuals but as a unit against other nations as units...

"This...unquestionably introduces a national element into vocational education

W. D. Mobley

Executive Secretary and Editor-in-Chief

COMMENT

More about *The Enemy Unseen*—

I HAVE just finished reading . . . *The Enemy Unseen.* Not all of your fellow vocational education associates will agree with you in all that you say. I am sure you did not expect them to. You have dared here, however, to outline your position in an area where we, in industrial arts, are sometimes criticized for going to the opposite extreme.

We claim to be a part of general education, and some of our brothers have gone all out on "the making a life" phase of education. Some of us have done this at the expense of skill development and the technical training phase of industrial arts. Some of us claim that we can and do teach *all* areas and *all* subjects to all pupils. Some kind of courtship and wedding between the extremists of both sides might solve everything.

I have been grateful for the furor over Russian education. It has made all of us take a good critical look at what we are doing and what we are offering. You have done this in your analysis of vocational education and its shortcomings as you see them.

I am sure that out of these second looks and constructive self-analyses which we are making, will result stronger programs of vocational education, stronger programs of industrial arts, and because of this, better education in our schools.—WM. R. MASON, AVA Vice President, Industrial Arts.

I WANT to congratulate you on the splendid article. We certainly think alike on this inseparability of general education and vocational education. I like the way you have phrased it, "The Making of a Living and Making of Life."—JAMES R. D. EDDY, Dean, Extension Division, University of Texas.

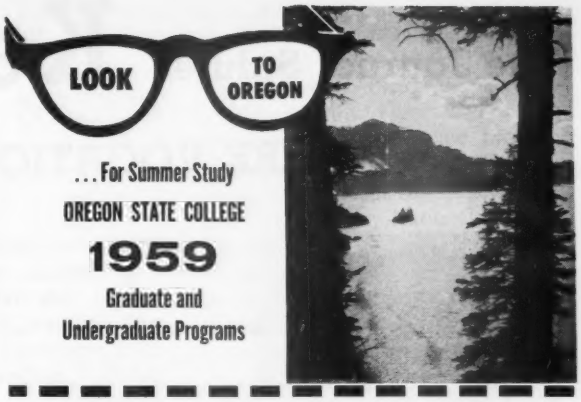
CONGRATULATIONS on *The Enemy Unseen.* I have read it with a great deal of interest and am recommending it to all my friends. All others will have to look out for themselves. Part of my interest stems from the fact that this explains better than I can why I am still going to school.—KARL A. THOMTE, Supervisor, Trade and Industrial Teacher Training, U. of California at Berkeley.

IT WAS a thrill to read *The Enemy Unseen.* Good for you! I constantly worry that vocational education give us more than a recipe for living in 1959. You have put it all so well.

The illustration is a striking one. But I believe that when we take the time to really talk with leaders in vocational education we do discover real philosophers among us.—ELLEN STOOKEY, Regional Supervisor, Homemaking Education, California State Department of Education.

* * *

THE ARTICLE on Teacher Evaluation by E. A. Curry in the January JOURNAL is of great value to all teachers since it provides a very convenient check list for self evaluation. It would be appreciated if I may have your approval to have the article duplicated for the personnel in our school system. I believe principals and industrial arts teachers would appreciate evaluating their own individual situations in terms of the check-list.—BERNARD J. RAPPAPORT, Supervisor of Industrial Arts and Vocational Education, Levittown, N. Y.



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The Journal Salutes Kentucky

WHERE VOCATIONAL TRAINING IS VITAL . . .

A. B. Chandler
Governor

VOCATIONAL TRAINING is a vital and expanding part of Kentucky's edu cational system.

The American Vocational Association has saluted Kentucky. I wish with gratitude, to return the gesture. In behalf of the many Kentuckians wh have benefited from special training for gainful employment and useful occu pation, I, as Governor of the Commonwealth, salute the vocational educatio profession.

More than 62,000 high school students, out-of-school youths and adult in the Commonwealth are receiving instruction every year in skills for job in business and industry and for positions as nurses, farmers and home makers.

This broad program, conducted mainly through high schools and 14 re gional trade schools, is supported by State appropriations and Foundatio Program funds, now increased to about 2 million dollars a year.

Courses are varied, ranging from home economics and cosmetology t television repair and mining mechanics. The program also includes on-far instruction for young men returning from the armed forces and other ou of-school youth, teacher training, and operation of a Future Farmers' Cam Since 1956, new State and Federal grants have been used to establish pra tical nursing courses in cooperation with hospitals and clinics.

THIS EMPHASIS on vocational training is part of the emphasis on expandi education in Kentucky, which has resulted in a fully financed Foundatio Program for public elementary and high schools, and an increased appropri tion for five State colleges and the University of Kentucky.

Industry-minded Kentucky realizes that one great asset in attracting ne businesses to the Commonwealth is an adequate force of technically train workers and through vocational training is increasing this force.

AND THE PEOPLE ARE PROUD OF THE PROGRA

Robert R. Martin
Superintendent of Public Instruction

OUR CITIZENS must work as well as play, produce as well as consum and create as well as appreciate. A good program of educatio whether local, state, or national, must provide an efficient system occupational training. If your educational program is complete and fun tional, it will provide an effective means of creating the basic skills and tec nical knowledge necessary to increase the production capacity of worke Vocational education will not only provide the means of accomplishing th it will also make the secondary school program more attractive and mea ingful to a larger number of youth.

We realize that our schools must, in addition to teaching "How to liv and "What to live for," teach "How to make a living." For thousands high school students, young adults and employed workers, vocational ed cation provides the practical and down-to-earth aspects of essential tra ing which qualify them for specific jobs. A high school curriculum, wh emphasizes only academic college entrance requirements, in whatever for is meeting the real needs of only a small percentage of the high school po ulation.

WE ARE PROUD of our great program of vocational education in Kentu and we are confident that our dedicated leaders in this field will maint their ever increasing rate of progress. We are anxious to express our gratitu for the American Vocational Association. This is a splendid organizat and the inspiration and guidance offered by it have been magnificent.

IT TAKES UNITED PLANNING TO MEET TODAY'S NEEDS

James L. Patton
Kentucky State Director, Vocational Education

KENTUCKY IS PROUD to be saluted by the AMERICAN VOCATIONAL JOURNAL. In this age of "reaching for the moon," scientifically speaking, we should keep our feet on solid ground educationally so that we can effectively live and continue to do creative work. This will necessitate constructive, united planning on the part of leaders in all phases of vocational education. To move in our thinking from the horse and buggy and the automobile and airplane age into the jet, rocket, and sputnik age will necessitate the development of a vocational education program commensurate with the era. We are proud of our educational heritage and the ideals embedded in the philosophy and thinking which inspired the Smith-Hughes Act in 1917. We also recognize that continued expansion of federal aid to vocational education has been a great stimulating and sustaining force in developing sound programs throughout the country. This heritage and experience during the past half-century should give us sufficient knowledge to intellectually plan for the future. To do this planning it is essential that certain sound guidelines, as illustrated here, be established that will focus our attention in the right direction:

THE REVOLUTION in technology that is vitally affecting the farm, home, business, and industry makes it imperative that educational programs be established and developed based upon the best research findings possible. We haven't the time or the money to use the trial and error method that has so often been the case in the past. Research findings will have a tendency to keep our leadership from developing "sacred cows" within a vocational curriculum to the point that any change, regardless of the age or the need, that would have a tendency to encroach on traditionally holy ground, would be resisted.

IT IS ESSENTIAL that youth and adults be given direction in their total adjustment problems, which includes specifically the ability to make vocational choices in keeping with their abilities, interests, and aptitudes. All vocational people should become members of the guidance team in whatever school system they are employed. This new age demands well-adjusted people with occupational skills that can be utilized to a high degree of efficiency. It is, therefore, essential that every individual find his occupational niche in the scheme of things. Kentucky has developed a guidance program on a state level and a testing and counselling program is in operation in many of our better school systems. The real progress, however, is yet to be made before such a service is available in all the schools.

IT IS COMMON KNOWLEDGE of the great increase in the number of people entering and completing high school or who have reached post-high school age throughout the country. Many of these young people who do not plan to enter college are not vocationally equipped for homemaking or for entering into the world of work. This offers a challenge to the vocational leadership to gear each of their programs so that it would properly challenge this age group. The area vocational concept as reflected in Title VIII of the National Defense Education Act might prove to be the pattern to follow in program planning for this group. In Kentucky, the educational opportunities to these people to develop vocational skills should be increased manyfold in the near future.

THE SKILLS in the techniques of developing and upgrading technical and professional competencies, good relationships, international understanding, a respect for research findings, and ability of program development for post-high school age groups and adults should each be a part of the professional kit of the learnings for the future teacher. This will necessitate an evaluation of the presently organized teacher training programs in the light of bringing about essential curriculum changes that would make possible the development of these skills.

IT IS IMPORTANT that vocational services improve their techniques of working together in the developing of programs that would meet specific needs of many segments of our society. The Rural Development Program that is giving specific attention to the economically depressed areas has given the vocational people wonderful experience in working together as a team. In view of the fact that Kentucky has 56 counties that are regarded by the U. S. Department of Agriculture as being critically economically depressed, it takes unusual educational techniques and program planning to get at the root of the problem. The implications brought on our society by the advancement of technology and its influence on the home, farm, industry, and business has created problems so acute and interlocked that it takes united planning to develop programs of education that will meet the needs of such an age.

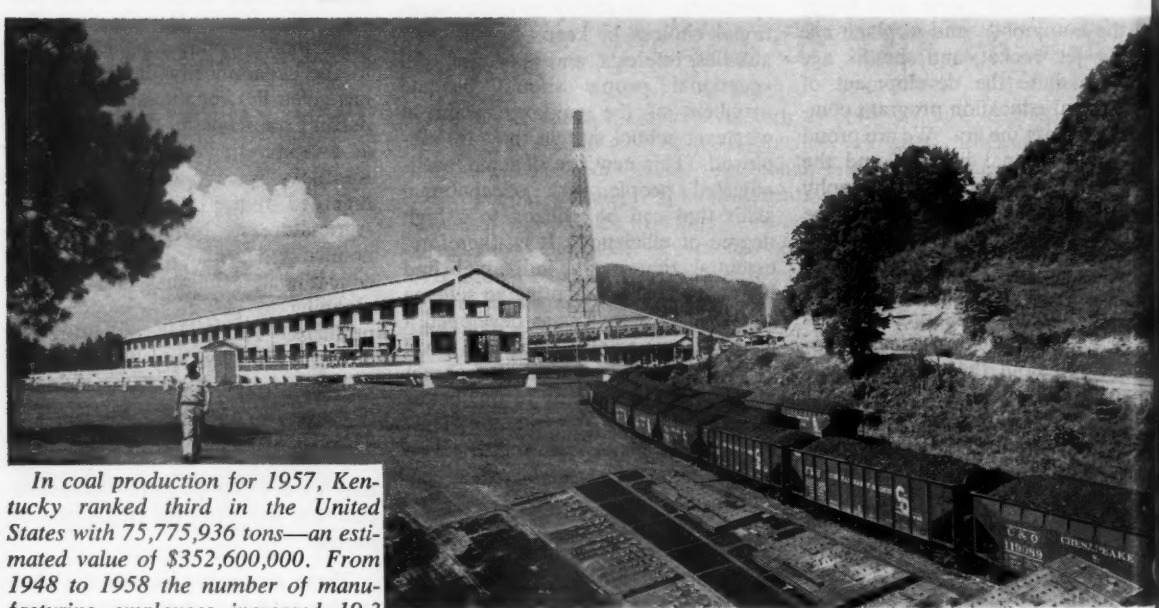
These are only a few of the challenging guidelines that should be kept in mind in charting the future course of vocational education in this jet, rocket, and sputnik age.

Kentucky finds the way to better living on the highway of economic progress through a diversified industrial and agricultural program. Vocational education is a must

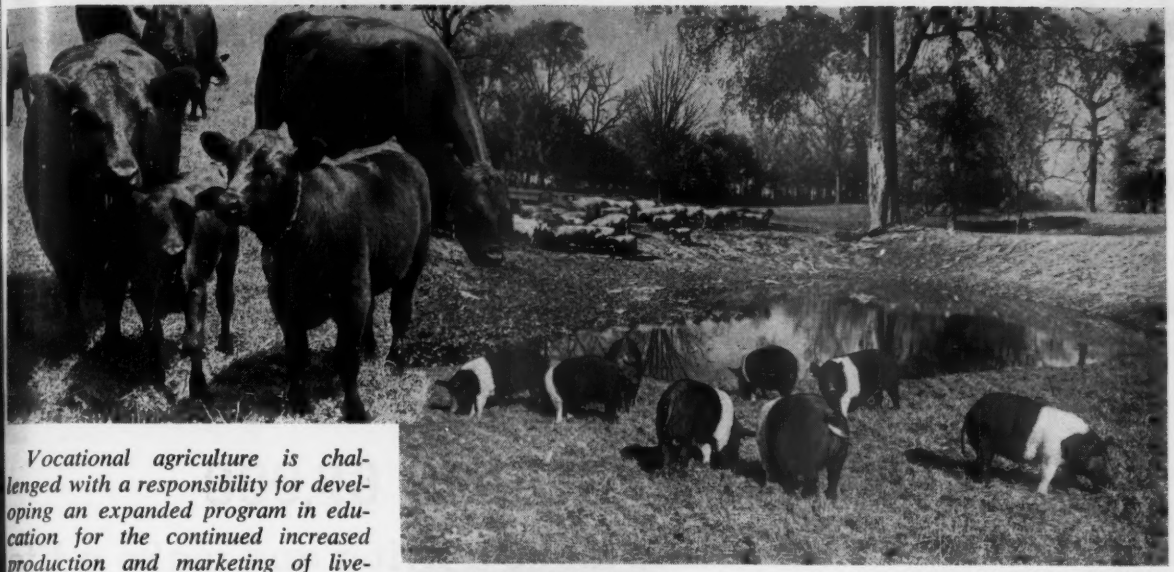
Tobacco is king among crops in Kentucky. In 1957, total gross income was $208,240,271.

The broad, expansive acres of bluegrass together with other diversified crops continue to add materially to the state's total economy.

Vocational agriculture, through organized instruction, can continue to develop skilled present and future farmers in the techniques of production, processing and marketing.

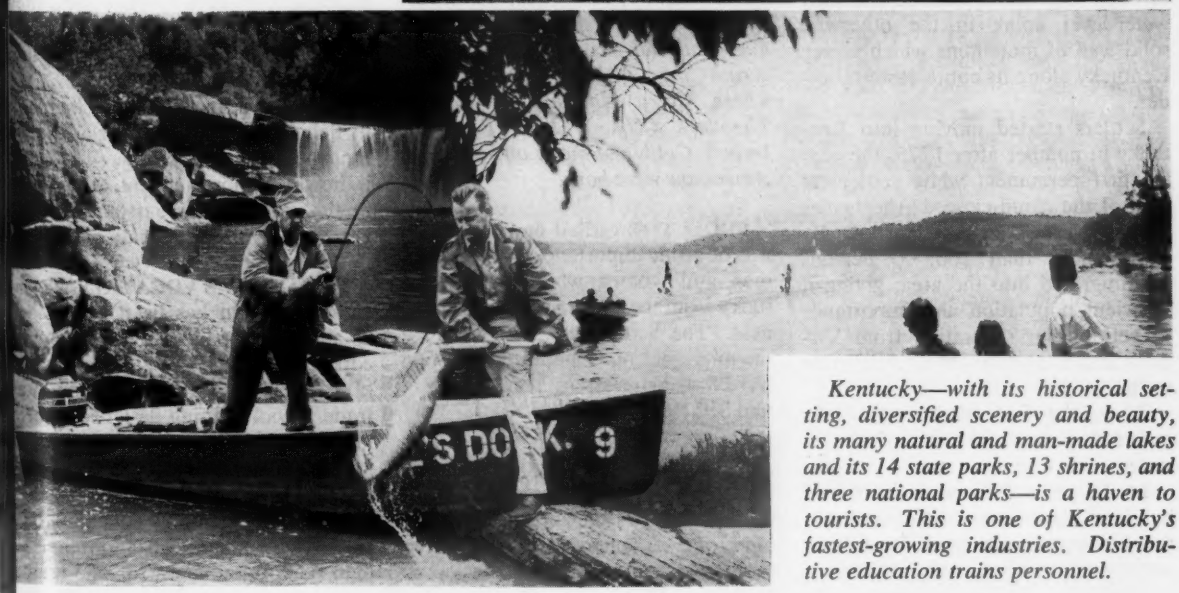


In coal production for 1957, Kentucky ranked third in the United States with 75,775,936 tons—an estimated value of $352,600,000. From 1948 to 1958 the number of manufacturing employees increased 19.3 per cent. This was made possible by the establishment and growth of many diversified industries. The training of skilled craftsmen and technicians as well as sales people for this expanded growth is a major role for Kentucky's area and State vocational schools.



Vocational agriculture is challenged with a responsibility for developing an expanded program in education for the continued increased production and marketing of livestock. This is a major key to a wholesome livestock economy.

Families must have happy, well-adjusted members and be able to make wise use of the income resulting from economic progress if there is better living in the state. Home economics, through its program for both youth and adults, provides instruction in management, foods, clothing, family relations, child care, housing, health and follows up in the home. Home economics thus plays an important part in improving the economy of the state.



Kentucky—with its historical setting, diversified scenery and beauty, its many natural and man-made lakes and its 14 state parks, 13 shrines, and three national parks—is a haven to tourists. This is one of Kentucky's fastest-growing industries. Distributive education trains personnel.

A typical area vocational school. This one is at Bowling Green, Kentucky. It is a former N.Y.A. building that has been greatly expanded and well equipped to offer training in ten different trades. It serves nine counties.

HOW KENTUCKY TRAINS 62,000

to make a living and make a life

KENTUCKY IS A 425-mile-long plot of geographically-varied real estate whose shoe shape is symbolic of the role the state played in the history of pioneer America.

For Kentucky was, in a very real sense, the shoe worn by this nation in stepping from the eastern seaboard into the vast middle west and, eventually, all the way across the continent to the Pacific Ocean.

Both main routes of civilization moving from east to west touched Kentucky. The water route was down the Ohio River, which twists and turns for 660 miles along the top of the state; the overland route was along Daniel Boone's Wilderness Road through Cumberland Gap, the only water-level break in the otherwise solid wall of mountains which screen Kentucky along its entire eastern border.

Settlers started moving into Kentucky in number after 1775, the year the first permanent white settlement west of the cloud-capped Alleghenies was established at Fort Harrod. By 1792, more than 100,000 persons had migrated into the area, giving it sufficient population and importance to petition for separation from Virginia and establishment as a separate state.

Thus, the first state west of the mountains—and the 15th of all the states—was organized.

In the years that have single-filed by since then, important chapters in the history of the land have been written within Kentucky's borders.

VISITORS IN THIS latter-day era *can visit the birthplaces of both Civil War Presidents, Abraham Lincoln and Jefferson Davis. They can find the spot where William Kelly invented the air-boiling (Bessemer) process of making steel; where "Uncle Tom" was sold at auction and Harriet Beecher Stowe was inspired to write her inflammatory novel on the evils of slavery; where the McCoy-Hatfield Feud raged off and on for a period of 30 bloody years; where the world's first commercial oil well was drilled 30 years before even Russia claims to have discovered the lubricant; where Jesse James robbed his first bank; where George Rogers Clark planned the conquest of the British Northwest Territory; where the world's largest man-made lake is created by a dam across the Tennessee River, and where Carry Nation, Kit Carson, Theodore O'Hara, John Fox, Jr., Irvin S. Cobb and many other famous Americans were born.*

FROM THE earliest days, education was of prime importance to the rugged men and women who carved Kentucky from the Indian-infested wilderness. The Scotch and Irish who led the migratory movement into the state were firm believers in 'readin', 'ritin', and 'rithmetic.

Consequently, schools were in session quickly at the crude forts that sprang up wherever a particular band of pioneers paused and cleared new land for a settlement. Less than three months after Fort Harrod was occupied permanently, a school was started, the first in the vast region to the west of the mountains.

Other significant educational "firsts" came about in Kentucky.

Transylvania, chartered in 1780, became the first college west of the mountains; the University of Louisville, which traces its ancestry back to 1798, became the first municipal college in the nation; the first Methodist-supported college in the world was established at Augusta, Ky., in 1799; the first Catholic College for women in the west was opened at Nazareth, near Bardstown, in 1814; the Kentucky Legislature was the first to authorize a system of free, public education; William Holmes McGuffey started writing his famous text book reader while teaching a subscription school at Paris, Ky., in 1824.

Over the years, Kentucky has kept its flair for first, for new, for advanced innovations in education. That flair is nowhere more evident today than in the state's truly outstanding program of vocational education.

KENTUCKY'S VOCATIONAL education program has been established as an integral part of the total public education set-up. While the layman often regards vocational education as trade school training designed to help mainly those interested in crafts or industrial employment, in Kentucky it is much broader than that.

Years ago Kentucky education officials reached the realization that all high school graduates, for one reason

'Feel the material"—this young man benefits from over-the-counter salesmanship instruction, part of his distributive education program.

Supervision is a very important part of vocational agriculture. Here, a young dairy farmer and his vo-ag teacher examine a hay sample. The teacher is a former state FFA president; the young man is a Star Kentucky Farmer.

or another, will not continue their education in college. What is more, Kentucky has accepted the fact that many of the young people who do not plan to enter college are not vocationally equipped for homemaking or earning a living in the world of work. An important part of the vocational education program is geared to help those of post-high school age.

But that is only one of the groups at which the program is aimed. Numerwise, high school students lead he parade in participation in some hase of vocational education. Adults, anging up to the 70's in age, partic- pate in much of the broad program.

Thus in Kentucky vocational edu- ation offers the opportunity for de- elopment and improvement to peo- le of all ages in an endless variety f activities—industry, business, farm nd home are four of the many.

This development is possible hrough study and work in four broad ategories taught in high schools and 14 area vocational schools scat- red across the state. At present ore than 62,000 Kentuckians are udying in the four categories of the rogram.

The categories, in brief, are:

Trades and Industries—The training persons in a vocation or skilled ade, or "upgrading" them through vanced instruction in their present ade. This is a vital link in the hool-to-work transition of Kentucky uth who do not plan to attend col- e. These out-of-school youths— 066 of them—provide the bulk of rollment. High school students and adults studying the T & I phase of the program total 1,992.

Distributive Education — Practical training for persons at both high school and adult level in advertising, displaying and selling of goods and services. More than 750 high school students and 2,000 adults are studying distributive education.

Vocational Agriculture—A wide and continuing program designed to meet the needs of high school farm boys, young men out of school who are becoming established in farming and adult farmers interested in modern methods of production and management. Upwards of 18,500 persons, 12,200 of them high school boys, are studying in the various levels.

Home Economics—The training of prospective, beginning and established homemakers in ways to improve personal, home and family living. This, enrollmentwise, is the largest of the categories with 31,800 persons (25,554 high school girls, 726 young adults and 5,520 adults) involved.

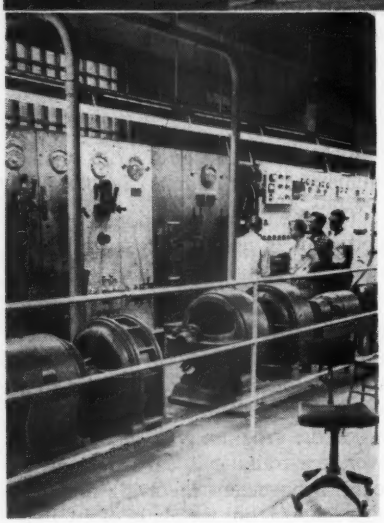
The Kentucky vocational education plan is unique for several reasons.

One is the wide scope of the program in that training for high school students, out-of-school youths and adults is offered in each of the four separate and distinct categories into which the program is divided. Moreover, the training is carried on as a team arrangement involving not just high schools, but the chain of 14 area vocational schools and extension centers as well.

A distinctive "first" to the program is added by the 14 area trade schools themselves. Kentucky was the first state with a system of such schools covering it from one end to the other. Although the schools do not have a common origin—three are owned out-

State and District FHA officers attend an annual Leadership Training Conference to prepare for instructing local officers in their responsibilities. Officers represent 14 districts made up of 264 local FHA chapters with 14,600 members. Contributions from the entire group made possible ten FHA scholarships this year.

Area operation leads to greater utilization of facilities:—day and night operation, full shops, and service to in-school students, out-of-school youth, and adults.



No local Board of Education in Kentucky could provide an opportunity like this for electrical training. The unified effort of an area offers adult training for real jobs.

Eastern Kentucky's mountains provide plenty of raw material for a class in heavy equipment operation and repair. These fellows have carved out the side of a mountain as a site for the new Hazard Vocational School.

right by the State, one is operated in cooperation with a State-supported college and the other 10 are operated by local boards of education—their standards are uniform and fields of training are tailored strictly to meet employment possibilities found in Kentucky and adjoining states.

Still another unique phase of the Kentucky set-up is the way the trade school, agricultural and home economics programs have incorporated into their curricula liberal doses of applied science. People who perhaps could not define the word "science" are learning to apply physics, chemistry and other natural sciences to everyday situations through vocational education training. The farmer who learns to judge the mineral composition of his land and who then compensates for its shortages of certain critical soil elements through the use of lime, legumes or fertilizers is making practical application of the laws of chemistry.

A fourth distinction is the way vocational education is changed to keep up with the fast-moving times. Instead of being satisfied with the status quo, administrators of the program are constantly looking ahead and planning ways to expand or change to meet future needs. To that end, it is significant that plans now are being pushed to start training for skilled technicians.

However, in the end, perhaps the most unique feature of the Kentucky plan is the way it correlates, ties together and offers specific training in the three main areas in which most people find employment—in production, distribution and home management. Since the basic idea of vocational education is to train people for profitable employment or to teach them how to live a fuller and richer life, a comprehensive curriculum must be available to all interested in any of the three areas if the program is to fulfill its stated obligations.

In Kentucky, such a comprehensive curriculum has been set up.

A CLOSE-UP look at the production, distribution and home management areas of training show how comprehensive the curriculum actually is. Taking them in no particular order, the areas show up this way:

Production—training can be had in three types of production—industrial, agricultural and services.

Kentucky is one of the fastest growing industrial states in the South. The area vocational schools have made a great contribution in developing workers with attitudes, skills and knowledge necessary to fill positions in the nearly $3 billion worth of industry that has settled in the state since just the end of World War II. Training in some 20 different phases of industrial production, ranging from welding to metal manufacturing, is available at the 14 area trade schools.

The curriculum, to a degree, varies from school to school. Each specializes in the occupational fields found in the area as well as provides training opportunities in the basic trades so that the individual might adjust himself in a job situation any place in the nation. To explain, schools located in the coal fields offer training in many diversified fields as well as specialized training for workers who

may go into mining. In the Louisville section, training prepares workers for, among other things, opportunities in aluminum, home appliance, automobile and other assembly line-type employment.

Generally speaking, four kinds of students enter into industrial training at the trade schools:

High school students, 16 years or older, who can benefit from a specific type of shop training along with their regular classroom subjects.

Out-of-school youths and adults who can attend school six hours a day for pre-employment training.

Part-time students who can attend school only part of the working day during the training period, or those who can attend six hours a week, day or evening, for training which is part of the complete apprentice-training program.

Adults who can take short, intense courses in the evenings to broaden their working knowledge.

Fees charged range from a minimum of $1 for evening extension courses to $30 per month for full-time pre-employment courses. Full-time students attend classes six hours a day, five days a week. Courses take 11 to 22 months to complete.

It would be difficult even to estimate the number of persons who have received some degree of training through the trade schools. But during World War II alone, nearly 195,000 defense workers were trained.

And while they perform a college-like function in preparing men and women for a career, the vocational schools were not intended—nor have they tried to assume—the role of colleges. They were designed to teach a vocation, a skilled trade, to those whose life purposes do not require a college education. The ability to profit by instruction, rather than specific academic achievement, is the criteria for continuation of the student in any course, college or trade school.

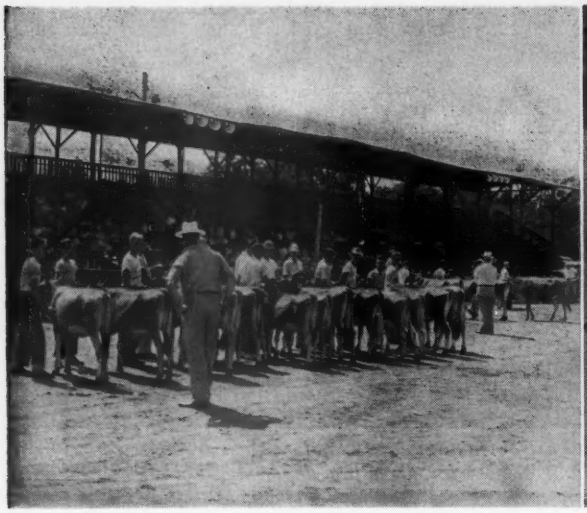
The schools, as can be seen, are open to all Kentuckians. What is more, they are so located that none of the state's 3 million residents are more than 50 miles from a trade school.

Each area school has a trained fireman (who is also a trained teacher) on its staff to conduct unit classes for each fire department in the area. The state's Fire Inspection and State Insurance departments cooperate in this training program.

Evening training is limited to employed people and training is offered in fields related to this employment. Emphasis is on technical and related information rather than job skills practice.

A commercial area, with some light industry, offers office equipment repair. Kentucky's State Surplus Property Agency provides experience.

Barbering and beautician courses are geared to governing state laws. Numbers trained depend on the need for trained workers in these fields.



More than 500 dairy animals are exhibited each year in junior dairy shows such as the one shown here. Kentucky's FFA boys have over 6,000 dairy animals in their many teacher-supervised farming programs.

A Kentucky Star State Farmer poses with his wife, parents and vocational agriculture teacher. To be selected as the top boy among 12,000 FFA members requires a great deal of careful planning and hard work.

THE SECOND GROUP in the broad field of production are those engaged in agriculture. These are the men and women who put the vittles on the tables, so to speak.

Despite its great industrial growth, Kentucky still is predominantly an agricultural state. Half of the state has no significant industries. There farming still is the factor that directly determines good times or bad.

Farming, like industry, has changed. Since the economics and science of farming is so different than it was only prior to World War II, it is necessary that farm boys, young farmers getting started, and even established older farmers keep up with modern methods of production, management and sales. Under the Kentucky vocational education plan, help along these lines is offered through various training programs which center around the high schools. The training programs include conventional agriculture classes for high school students and classes for young and adult farmers. Also, the institutional on-farm training program for veterans, with approximately 1,000 presently enrolled, is still a vital part of the vocational agriculture program in Kentucky.

Vocational agriculture is taught at 205 high schools serving rural areas in Kentucky. In addition to their work with high school boys, all teachers of agriculture have young or adult farmer classes, or both, as part of their regular job assignment. Programs for young men not yet established in farming are conducted at 151 high schools, while adult instruction is held at 177 schools.

Diversification, a varied farm output rather than dependence on one crop, is a key doctrine in the instructional program. Because of its climate, soil and nearness to population centers, Kentucky is peculiarly suited to diversified farm production. Although famous for its tobacco, bluegrass and fine horses, the state is expanding rapidly as a pure-bred livestock, swine, poultry and quick-frozen vegetable and fruit production center. Thanks in large part to the vocational agriculture program, acreage set aside for quick-frozen truck crops has increased 300 per cent in the last two years. The same percentage gain has been shown in the production of broiler chickens since 1955.

Future Farmers of America chapters are active all over Kentucky, with a total membership of 12,000 high school boys. One unusual phase of that program is a series of six week-long summer gatherings held at the FFA Leadership Training Center at Hardinsburg. The Center, which covers 100 acres, has been called the finest in the nation. Facilities include a fishing lake and new swimming pool. The national FFA president for 1957-58 was a Kentucky boy, Howard Downing of Nicholasville.

An experiment is being carried on in vocational agriculture. Seven pilot programs, each with special teachers, have been started in as many different counties in order to work out a localized training program for young adult and older farmers. That is, rather than taking a state or area-wide view of the training program, conditions peculiar to the various counties will be studied and the teaching curriculum will be tailored to fit each county.

Since a farmer is, of necessity, the last true jack-of-all-trades, one who must do much of his own routine repair and maintenance work, short courses for his benefit are offered in plumbing, electricity, carpentering and other basic lines at the area trade schools.

Those who produce services make up the third group in the field of production.

Various of the area vocational schools are set up to train workers for services, including barbering, beauty culture, chef cooking, practical nursing, tailoring, dry cleaning and secretarial work.

THE PRACTICAL NURSE program now in operation in five centers and serving 169 persons is one of Kentucky's most recent expansions in educational service to people. The demand is great for continued expansion which cannot be provided because of the lack of State matching money to take full advantage of the availability of Federal funds for this program.

Vo-ag teachers work constantly with young farmers in on-farm supervision. Here, a teacher studies a young man's beef cattle and pasture program. Many young farmers follow the Kentucky Cow and Calf Plan which is to produce a milk-fat calf to 750 pounds in weight.

The Kentucky Future Retailers Ass'n has nearly 100 per cent membership.

Proper wrapping is the student's follow-up to a successful sale.

Sales records require an accurate accounting of receipts—training stressed in DE programs.

Practical nursing students follow accepted procedures when they experience complete processes. Here students study sterilization.

Chef cooking is a specialty at West Kentucky State Voc'l School. Chef Lewis trains for kitchen management.

Thus, under the Kentucky plan, men and women are trained to produce an infinite variety of goods and services. The next step in the never-ending cycle of supply and demand is to market the product, or service, sell it to the consumer. This is done by those trained in distribution.

THE DISTRIBUTIVE education program is offered at 20 high schools and through 95 adult extension classes set up at seven of the 14 area trade schools.

The importance of distributive education—selling, if you please—is underscored by the fact that approximately 60 per cent of all Kentucky high school graduates find their first employment in the broad field of retail selling.

Distributive education covers, among other things, selling, displaying, advertising, record keeping and business law.

In the high schools, it is offered as a full-credit elective course that combines academic and practical training. In addition to regular classroom study, students also work an average of 15 hours a week in some retail sales job, for which they are paid the prevailing wage scale.

There is no fee for high school students, but adults taking extension courses are charged from $1 to $6 depending on the length of the course and materials furnished.

As in other phases of their programs, the area vocational schools are quick to set up classes in distributive education to meet specific needs. Recently, a group of merchants at Monticello, a town of 2,500, felt they needed help in business law. So the nearest trade school, at Somerset, 30 miles away, arranged for a series of night classes in basic business law to be held at Monticello. More than 20 merchants attended the full course.

Also in the line of distributive education is the series of community Tourist Courtesy Schools set up through seven vocational schools in regions where Kentucky's $600 million-a-year tourist traffic is heaviest. People who deal directly with tourists—waitresses, clerks, filling station workers and the like—are invited to the schools to learn techniques of selling, how to answer questions courteously and how, in general, to make traveling visitors feel welcome.

These women are among the 6,246 adults and young adults participating in 174 organized programs of instruction offered by home economics teachers.

Storage of utensils is taught in the management area of the day school program. Instruction is also offered in child care; clothing; foods; health; housing; personal & family relations.

The remaining group in the producer-distributor-home management (or consumer) trio is the latter—those who manage the homes and who, as a consequence, are the heaviest buyers of goods and services.

HOME MANAGEMENT — This is the field of home economics.

All persons live in a home, but women have the major responsibility for the management of it. To that end, those who some day will be, those who have just become, and those who already are homemakers need to learn to solve the problems of home management including how to clothe the family, budget income and time, provide nutritious meals, have well-adjusted family members and have attractive and convenient living quarters. Home economics is the pivot on which improvement in the whole area of living turns.

Training centers around the 326 high schools in Kentucky which teach vocational home economics. All of these schools offer day-class high school instruction, while 41 have young adult programs. There also are 133 different adult programs conducted at high schools across the state.

The day school curriculum includes instruction in clothing, foods, housing, management, health, personal and family relationships and child care. Home and community experiences are used to supplement the classroom instruction in helping pupils to be able to assume the responsibilities of homemakers.

The home economics curriculum is a perfect example of how the entire vocational education training program is changed as the patterns of living change. For instance, with more women assuming wage earning jobs away from home and with the coming of, say, ready-mix cake preparations, it is no longer advisable to devote limited classroom time to instruction in how to cream the butter for a from flour-to-pan dessert. Instead, that time now is set aside for such increasingly important things as how to budget time and income, how to make wise selection of products, and how to get along with others, family as well as neighbors.

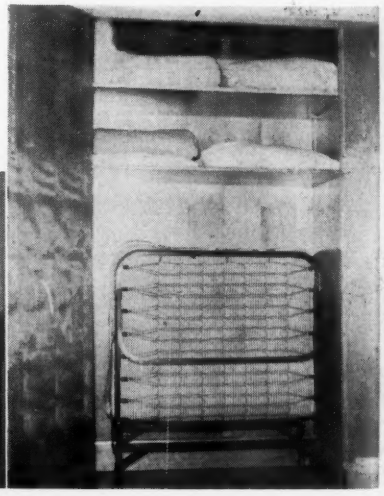
The Kentucky association was the first to become chartered in the national FHA organization.

There are now 264 Future Homemakers of America chapters, composed of 14,660 girls who have taken or are taking home economics, at the high schools. These chapters are leadership training organizations, the basic idea of which is to train girls today to establish better homes tomorrow. The Degrees of Achievement program is an important phase of FHA in Kentucky. Members have an opportunity to work toward three Homemaker degrees, namely, Junior, Chapter and State. Last year, the State Homemaker Degree was awarded to 151 members at the Association's annual meeting.

Adequate space and equipment for instruction in all phases of homemaking are essential to a good program.

The young adult and adult programs are designed to help with the many problems of homemaking. Clothing, housing and relationships are the most popular units included in the schedule. In addition to the organized classes for adults, less formal instruction is given by the local home economics teacher, through home visits, the providing of reference material, and other help on specific problems.

One reason why the Kentucky home economics program excels is because teachers and leaders on all levels work cooperatively in planning and evaluating the program. Local teachers are members of one of 14



A local young farmer chapter receives a Kentucky Young-Farmer Ass'n charter. Organized in 1958, the Young Farmers have goals set for 400 members in 40 groups. Last year, 1,761 young farmers enrolled in 151 instruction classes; agriculture teachers held 3,251 class sessions; made 5,514 supervisory visits.

Studying the use of credit, the young farmers shown here are taking advantage of a class meeting to familiarize themselves with credit that is available at their local banks. This is just one phase of their instruction.

district organizations, and through the district group each has a channel for expressing herself as to the kind of help she needs and the ways the program might be improved and how future teachers might be better trained in college. The teacher education group through their representatives also help plan and evaluate the program. In other words, each person working in home economics education has full opportunity to air her views and offer assistance in solving common problems.

A recent addition to the overal vocational program is the so-called Rural Development Program, a joint experiment involving State and Federal agencies in trying to improve the level of living in depressed farm areas. The program is underway in three trade regions, with one county from each being used more or less as a giant laboratory for studying procedures. Special teachers in each field of vocational education have been assigned to each of the three counties. Although the undertaking is new, some rather spectacular developments already have been noted. Those proving most successful will be blueprinted and employed in other counties.

The agriculture and home economics programs were the first started of the four categories in Kentucky's vocational education system. Both date back to passage of the Smith-Hughes Law in 1917. The first area trade school was founded in 1936, while the distributive education program started in 1946.

So much for the past and present of Kentucky's unique system of vocational education.

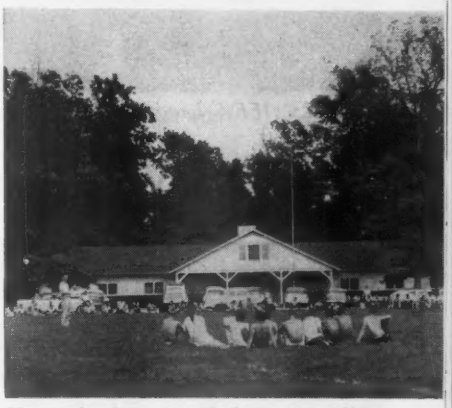
But, as stated earlier, it also has an ever-widening future since the philosophy on which the program is based holds that there are new areas to be explored, new services to be rendered.

LEADERS SAY the program should be expanded to serve 130,000 Kentuckians, not just 62,000 as at present. In order to do that, facilities and programs in agriculture and home economics must be broadened even more, and the number of trade schools perhaps doubled, in order to give youths and adults alike a better opportunity to attend. James L. Patton, Director of vocational education, forsees the day when a trade school will be located within 25 miles of every Kentuckian.

All this greater service can only be rendered if local and State financial support is increased. At the present time Kentucky is investing $3 in local and State funds for every $1 of Federal money. The ratio is 4 or 6 to 1 in most states of like economic status.

ANOTHER FUTURE development —again, with the "if" of more financial support being the key to the lock —would be to draw the area vocational schools and the local high schools even closer together. This, in effect, would make each a part of the other to an extent. With the number of trade schools increased to 28 or so, transportation would be arranged so that classes could be held at both places; that is, for instance, a senior high school class might be hauled at regular intervals to the nearby trade school for a rudimentary course in plumbing, carpentry, electronics, or some other specialized course.

Regardless of future developments, however, the area trade schools would remain only a vital—but not the only —link in the unique vocational education program devised by Kentucky. As at present, all phases of the program would remain equal in importance in order to reach out and develop and improve the lot of people in business, industry, agriculture and in the home.



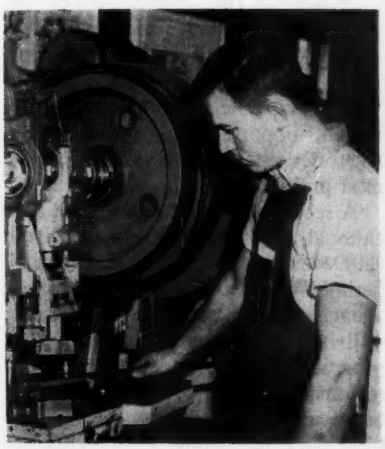
Kentucky has one of the outstanding FFA leadership training programs in the nation. Each year almost 1500 Kentucky boys from 150 chapters participate in a Leadership Training Program at Hardinsburg. The photo shows the Center's main building.

Evening classes for apprentices are held in most area schools for related training and some specialized skill training. Welding is taught to millrights, steam fitters and construction electricians.

Kentucky's FFA Leadership training program provides panels on "Developing Qualities of Leadership."

Vocational Education in KENTUCKY Improves

The real laboratory for distributive education co-operative students is on-the-job training in actual store situations.



The influx of industry into Kentucky since World War II has highlighted the need for machinists and tool and die makers. Area operations expedite a shift from one course to another, as well as the addition of new courses, too.

Annually, three newsletters are published by the State FHA Publicity Committee for 264 FHA chapters.

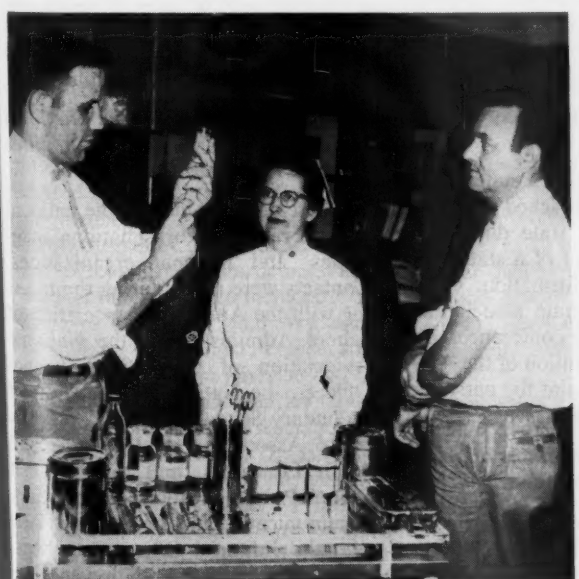
Geometry and trigonometry become meaningful to these in-school students as the architectural drafting instructor describes surveying equipment. Thirty minutes later the young men were "out in the field."

Homemaking instruction in the Rural Development Program is carried on in an improvised classroom.

Business, Industry, Agriculture and the Home

A young farmer learns about the benefits of membership in the Kentucky Farm Bureau Federation as he receives his membership card from an official.

DE students learn how to meet the public.



These fellows will soon be licensed practical nurses.

Kentucky Bluegrass Seed, ripe for harvest, is being examined by the vocational agriculture teacher and adult farmer to determine how soon it should be harvested to produce a high quality seed.

AVA's Public Information Committee had its first formal meeting in Washington, Feb. 2-4.

AVA Makes Plans To Inform the Public

By H. M. Hamlin, Chairman
AVA Public Information Committee

THE AVA COMMITTEE ON PUBLIC INFORMATION, meeting in Washington on February 2 to 4, took the following actions.

Organized three sub-groups

Group 1. Planning and Preparing Publications (in cooperation with the Committee on Research and Publications)

Group 2. National Program of Public Information

Group 3. Local and State Programs of Public Information

Chose the targets toward which information would be directed

Those who make or who most directly influence policy for public education were chosen as the chief targets: local boards of education, state legislatures and state boards, the Congress of the United States, and the groups who most influence these bodies as they deal with school affairs. Other groups toward whom information will be directed include workers in the fields of vocational and practical arts education, school administrators, and workers in the areas most closely related to vocational education (labor, management, farmers, homemakers).

Adopted a plan for working with the states in the promotion of state and local programs of public information

The president of each state association will be approached first and asked to invite his state director to serve as co-chairman of a state committee on public information. Meetings of officers of state associations, regional and national conferences, and the December convention of the AVA will be used to acquaint the personnel in each state with the project.

Made tentative selections on which publications will be developed

Fifteen subjects were suggested to be dealt with in publications of four to six pages. There was thorough discussion of the points to be made in these publications. The publications would set forth in laymen's language the situation in vocational education in this country, individual and social needs for vocational education, the accomplishments of vocational education, the need for adjustments to keep pace with changing conditions, etc. They would be national in scope, but they would be suggestive to state and local groups preparing publications.

Planned contacts with national agencies with whom the Committee hopes to cooperate

These agencies include the national TV and radio networks, national magazines, and national organizations. Contacts were made during the meeting with the American Association of School Administrators, the National Association of Chief State School Officers, the National Association of Secondary School Principals, the National Association of Public School Adult Educators, and the National School Public Relations Association. Communication has been established with the Editorial Office of the National Education Association in New York City.

The sub-groups responsible for the action program are made up as follows:

Group 1. Planning and Preparing Publications

H. M. Hamlin, Illinois, *Chairman*
James B. Conant, New York, *Consultant*
Thomas Diamond, Michigan
R. D. Helsby, New York
J. F. Ingram, Alabama
Franklin J. Keller, New York
J. H. Pearson, Washington, D. C.
Arthur Walker, Virginia

Group 2. National Program of Public Information

Melvin Barlow, California, *Chairman*
S. Reed Dayton, Wyoming, *Consultant*
Elaine Exton, Washington, D. C., *Consultant*
Philip J. Hickey, Missouri, *Consultant*
Pauline W. Burbrink, Texas
E. D. Goldman, California
M. D. Mobley, Washington, D. C.
Thomas A. Van Sant, Maryland

Group 3. Local and State Programs of Public Information

Joseph R. Strobel, New York, *Chairman*
Dean M. Schweickard, Minnesota, *Chairman*
Lowell A. Burkett, Washington, D. C.
Howard A. Campion, California
Charles E. Cooper, Missouri
J. B. Kirkland, North Carolina
Jarrot A. Lindsey, Jr., Georgia
Rosa Loving, Virginia

Twenty-six persons, including members, consultants, and visitors, attended the Washington meeting. Dr. H. H. London, President, and R. E. Bass, immediate Past President of the AVA shared in the meeting. Fifteen of the 19 members and four of the five consultants of the Committee were present or represented. Participants from outside the committee included Nellie Greaves of the National Association of Public School Adult Educators, Myrtle Bonn of the Division of Press and Radio, NEA, Dr. Shirley Cooper of the American Association of School Administrators, Dr. Ellsworth Thompson of the National Association of Secondary School Principals, R. B. Mullen of the Sears-Roebuck Foundation, and William J. Hucksoll, Director of Vocational Education in Baltimore.

PROGRAM PLANNING?

Here's a nine-step stairway to success

By Ralph J. Woodin

AT A RECENT meeting, the subject of advisory committees came up. The first year coordinator of distributive education asked:

"Do you people in other vocational services get this constant pressure from your supervisors to organize an advisory committee?"

Three heads nodded in agreement.

The coordinator of trade and industrial education, who had a few more gray hairs than the others, summed up the discussion that followed with these words.

"We're putting the oil on the wrong squeak. It isn't a matter of whether or not you have an advisory committee or whether you have a lot of statistics on your community. What we all need is an intelligent plan adapted to our own situations and understood by the school and the community. Aren't advisory committees just a means of developing such a plan?"

ONE OF THE CORNERSTONES of the program of vocational education has been that teachers, coordinators, and administrators have been encouraged to develop the type of program best adapted to the community in which they have worked. Generally, the success of vocational programs whether in agriculture, distributive education, home economics, or trades and industries has been somewhat proportional to the wisdom used in planning the local program.

The literature of vocational education discusses many aspects of program planning. All too seldom, however, are all aspects of program planning discussed in a single frame of reference. As an example, the recent publication of AVA's Research and Publications Committee, *Vocational Advisory Committees,* devotes most of its space to the organization of such committees, while program evaluation is presented in another publication. The tendency seems to be to discuss the use of advisory committees, long-time programs, the use of community surveys and program evaluation as separate entities rather than as related activities directed toward the single objectives of planning the best possible program for a particular community.

Some definition of the process of program planning seems desirable. Program planning in vocational education might be defined as a process used to develop suitable ways and

Dr. Woodin is Professor, Department of Agricultural Education, Ohio State University, Columbus, Ohio.

Advisory Committee Members Must Be Well Informed

means of reaching a variety of appropriate educational goals through a coordinated series of activities, carried out in cooperation with and through the involvement of various persons, organizations, agencies, who may be concerned. The purpose of this article is to consider the entire "package" of program planning and to indicate relationships between the several ways and means which may be employed.

THE PLANNED SERIES of activities which should be undertaken by the teacher, coordinator, or administrator who wishes to develop the best possible program for his community, would seem to include a total of nine parts.

• The program planner should tentatively identify the educational needs of his clientele which can be served through a program of vocational education. In so doing, the teacher or coordinator needs to talk with community and school leaders and visit the families he serves. He needs to assemble data regarding the school and community as well as the agriculture, business, and employment possibilities of the area. In addition, he should compare this information with that of a wider area, such as county, state, or nation.

• The program planner must review the administrative framework within which he works as a member of his profession. He must be familiar with the objective policies of his school as they affect his program. He must also be familiar with the general objectives of his own branch of vocational education, and the policies under which it operates at the local, state, and national levels.

• The educator needs to make a preliminary inventory of the persons and agencies which may be of assistance to him in developing the local program of vocational education. He needs to be familiar with other courses related to the vocational courses included in the high school curriculum. He needs to locate persons in the community who have special interests and abilities in the vocations for which training is provided. He should identify those persons and agencies that may be of assistance in various phases of the program.

• The coordinator or teacher must evaluate the progress which has been made in his program during the years in which it has been a part of the school. Such an appraisal provides a bench mark from which to project future programs. A written record is needed as to results which have been obtained and this record should be compared with the results obtained in other vocational programs in similar communities.

• The program planner should then make a preliminary or tentative long-time program for the development of his vocational department. In developing this program, he should consider such questions as, who should be served? What needs should be met? What priority should obtain in meeting these needs? When should these needs be met? What evidence will be used to determine whether these needs have been met?

The organization of lay people in the community to form an advisory committee is an essential step in program planning. Care should be exercised in making use of such committees to secure administrative approval, to select the best possible persons for this important responsibility, and to acquaint them with the facts necessary to making wise decisions. Such committees need to be acquainted with the administrative framework of the school. They need to be provided with local data regarding the school, the community, and its agriculture, business, industry, and homemaking status. They must also become aware of the progress which has been made up to the present by the vocational department. In short, a review of all the previous steps are important to the functioning of the advisory committee.

• In using the advisory committee to assist in program development, attention should be given to the development of written policies which may be approved by the Board of Education and which may strengthen the local program. These policies usually include statements of what is to be done, when it is to be done, and who is to be responsible for doing it, as well as a broad interpretation of the ways and means to be employed. The advisory committee should also assist the teacher in refining and improving the tentative program which has been developed and should suggest further improvements. Following this, these committees can serve a useful function in program development through regularly evaluating the work of the department from year to year.

• In working with advisory committees, the educator should keep in mind that certain responsibilties belong to the educator as a professionally trained person and that certain decisions represent administrative detail rather than policy making. Examples of decisions more appropriately made by the teacher than by the advisory council might include when to hold the parent and son banquet, how to deal with tardy students, how much time to spend on supervised study.

• A budget of professional time must be developed in order that the educator may use his time wisely to carry out the projected program. Budgeting professional time can help the professional educator to organize his work so that he can complete it within a reasonable number of hours. The process involves starting with a plan of what is to be done in the community, an allocation of time for each part of the program, and finally, keeping a record of use of time. Budgeting professional time can give the vocational teacher the satisfaction of a job well done and may result in fewer teachers leaving the field. To sum it all up, the wise budgeting of time on the part of the teacher can result in a better program of vocational education in the community and a more satisfying life for the educator.

THIS SEEMS TO be the program planning "package." There is a direct relationship between the success of program planning and the carrying out of each of the steps which has been outlined.

The use of an advisory committee becomes but one of a number of procedures all aimed at improving a local program of vocational education.

For those who have successfully carried them out, there have resulted better programs of vocational education and a more satisfactory life for the professional worker.

The Nation Must Have Farmers—

and farmers must have know-how

By John W. Bunten

THE POST-SPUTNIK ERA, with the clamor of increased high-school curriculum offerings in science, foreign languages, mathematics, and English, has created problems for an effective vocational program in agriculture in our rural high schools.

In an apparent effort to fit all students into the college preparation mold of education, individual differences, student goals and ofttimes the desires of parents are being ignored in favor of a regimented academic curriculum.

With mandated courses being piled on each other—seemingly to make a scientist or mathematician of every student—little room is left for a truly comprehensive type of high school that can serve all students, regardless of their future educational and occupational goals.

ELECTIVE VOCATIONAL agriculture is literally being crowded out of some rural high school curriculums by competing with courses required by local school administrations. The reason for such action is difficult to understand at a time when competent instruction in agriculture, our basic industry, should be emphasized. Competition is also apparent in the amount of instructional time scheduled for vocational agriculture.

Too often, school authorities look at the vocational agriculutre program as another course that can be scheduled and taught on a 45 or 50 minute class basis. Vocational agriculture teachers and students however, realize that the program is composed of several phases, such as farm management, farm mechanics, animal husbandry, soil and water management, agronomy, marketing, and rural leadership training.

Explanation is often given that the high school curriculum must stress mathematics and science; yet, there is little realization given to the amount of applied science and mathematics required in a modern vocational agriculture program.

Consider, for example, the chemistry involved in determining nutritional requirements for profitable dairy cattle feeding. Consider, also the use of mathematics in computing irrigation requirements (determining whether it is more profitable to surface irrigate or sprinkler irrigate), surveying land for leveling to a certain grade, keeping farm accounts, determining stress and strain in farm welding, and the multiple of other problems that face the modern farmer.

The use of insecticides, weedicides, hormones, feed additives, antibiotics, disease control chemicals, and commercial fertilizers has increased to a point where a farmer without up-to-date education and training cannot compete in the highly competitive farming business. Actually, there are few jobs taught in vocational agriculture that do not include the theory of science in an applied manner.

FARMING IS BIG business. About 40 per cent of this nation's work force is engaged in agriculture or occupations dependent upon agriculture. Nationally, each farm operator has an average investment of nearly $40,000.

As farmers become less in number compared to the total population, the complications and problems of farmers increase. It is estimated that by 1980 there will be less than 2½ acres of producing land available per consumer—roughly, the same average found in Europe today. If we maintain our level of living, there must be a 70 percent increase in output per worker in agriculutre. While a great deal of this increase will be achieved through further mechanization and automation, the fact still remains that training in agriculture must be increased, not de-emphasized.

With the greater complexity of our farm business, the larger investment, the greater mechanization, and the greater need to apply the latest scientific know how, we need better-trained, not less-trained farm operators and prospective farmers.

It is necessary to bring into sharper forcus such aspects as understanding national and international issues influencing farming as an occupation and farmers as citizens. Vocational agriculture teachers need more time to teach and more time for their own preparation in order to retain their positions as teachers of farmers in this complex structure.

A trend is developing in colleges of agriculture of shying away from teaching practical agriculture and of giving major emphasis to science, theory, and research in agriculture. Consequently, practical training of farm operators in these institutions is becoming a thing of the past. This means that organized, systematic instruction in vocational agriculture will become more dependent upon public secondary education and the education of young farmers and adult farmers.

IN ALL OF OUR curriculum planning and implementation, it must be remembered that agriculture is the most fundamental and basic of all occupations for our national welfare and economy. Without a reasonably prosperous agriculture, we will be unable to continue our present position in world leadership in both agriculture and industry.

One of the most effective methods of retaining this position of world leadership rests in education, particularly in agricultural education for the farm youth of our country.

Mr. Bunten is State Director of Vocational and Adult Education and Supervisor of Agricultural Education in Nevada.

TEACHING BY TEA-V (at 3)

By Priscilla Rugg

WITHIN A RADIUS of about 100 miles of St. Paul, some 20,000 homemakers tune in KTCA-TV, Channel 2 every Monday at 3:00 p.m. for *Tea at Three*. These homemakers in the Twin City area, in small towns and on rural farms, say they set their timers and alarm clocks so they won't miss this up-to-date course in homemaking.

The adult homemaking division of the St. Paul Public Schools was invited to present a 30-minute program keyed to homemakers in 1957. The offer was accepted with trepidation, fear and trembling for staff members had had little or no experience with this new media.

TO DETERMINE program offerings, an advisory council of community members drawn from a cross section of the city were invited to meet and work with the staff. This advisory group said,

"Homemakers are interested in becoming better homemakers in terms of doing their jobs more efficiently and effectively, in improving themselves as individuals, in exploring new ideas and social concepts, and in tuning in on a program that is entertaining and gay as well as informative and thought provoking.

"Homemakers want a TV program that will give them a 'lift' . . ."

Miss Rugg is Coordinator, Adult Homemaking Education, St. Paul, Minn., public schools.

It was agreed that educational material would be presented in such an interesting and exciting manner that viewers could not afford to miss the program and, second, that timely, meaningful and practical topics would be studied in terms of vital day-to-day problems. *Tea at Three* was planned to attract participation in adult education programs and to provide educational opportunities for persons living in areas without adult education classes.

BELIEVING that the most popular course offered in the formal community evening program would be of top interest to the TV audience, the area of clothing selection, construction and use was chosen as the teaching unit. Advisory council members also felt that short features—such as interviews with visiting celebrities and specialists in other fields—should be added. To create a program that would also promote the formal adult education classes, it was suggested that instructors in other areas—such as hatmaking, family relations, and personal grooming—might be invited to present short series.

The format of the program has remained consistently the same as the first broadcast in 1957: 15 minutes devoted to a facet of clothing, 10 minutes for a feature, and 4 minutes for a book review, interviews and/or special announcement.

The myriad and vital questions that the modern homemaker is called upon to answer concerning management, foods and nutrition, understanding children, and buying and consuming of goods, forms the basis of the "feature" section. As an example, the current series is, by popular request, concerned with "The Role of Women." Instructors who are members of the formal St. Paul public school community evening school program in psychology, economics, home management and physical education are sharing with viewers their thoughts and skills in terms of defining the homemaker's role as wife, mother and comunity member.

THE TOTAL PROGRAM is planned with one viewer in mind, the homemaker. Subject matter is keyed to her interests, pleasures and satisfactions. Throughout each broadcast, the homemaker is recognized as *important*.

Viewers, since the first broadcast, have responded in gratifying numbers. When it was announced that free lesson summaries of the broadcasts were available, the mail increased tremendously. During the first year each program averaged 200 requests. Currently indications point to an even higher percentage of re-

ETV STUDENTS GET A LIFT FROM A GOOD PROGRAM

sponse. Seldom is there a request that doesn't include a reaction or suggestion. These remarks are carefully analyzed and incorporated into the program when possible.

Although letters and postcards indicate an audience of regular viewing, hardly a week passes that correspondence does not disclose a "new student," fired with enthusiasm and saying "from now on count me as a regular."

AS A RECOGNIZED new force in education, it was hoped that *Tea at Three* would supplement the adult education program and provide an opportunity for adults unable to join a formal class. These goals have been achieved and, in addition, adult homemakers have enrolled in greater numbers in the established evening school homemaking classes. The broadcasts have resulted too, in broadening the viewer's horizons to the extent that they are now requesting classes in areas of subject matter not offered in the formal schedule (such as problems in fitting, shell construction, and wardrobe planning). In response to these requests, classes are set up and the schedule is announced over KTCA-TV.

No longer are adult classes restricted to evening hours. Adult homemaking classes are now offered during daytime hours and in community centers such as branch libraries throughout the city. In other words, homemakers watching the TV program have gained new insights and understandings of the tremendous possibilities of "so much to learn that is exciting and new."

In two years of continued broadcasting, we feel only the surface has been scratched. The challenge for the educational TV staff is to help the viewers get the information and to guide and lead them in seeking ways of using it in solving their own problems. The time that may be spent in planning and developing a successful educational television program is practically limitless. However, when one considers that some thousands of homemakers are devoting thousands of hours to *education,* the expenditure of time, creative thinking, material preparation and cooperative staff planning seems amply justified.

ESSENTIAL TO SUCCESS in educational TV is a subject the viewers will accept, and an instructor who can make the subject live.

The hostess-instructor on *Tea at Three* is Mrs. Jean Kaufmann (known to her audience as Jeani K.). With skill, charm, and enthusiasm she welcomes the homemaker to the program.

The staff responsible for the direction and production of the program has complete freedom in developing the project. Ted Johnson, St. Paul Public Schools; Dr. John Schwarzwalder, Paul Owen, and Carl Ruble—all KTCA-TV staff members—have offered the finest cooperation and help in the production of the shows.

"TEA AT THREE" gives a lift to the homemaker. It gives her the opportunity to know herself and to recognize that the tasks she faces are important and fun. Through the development of better understandings, attitudes and appreciations of their responsibilities, women as individuals may derive greater satisfactions in doing a good job.

The author plans a production schedule with Paul Owen, Program Director, Twin Cities ETV Corp.

Jeani K. presents instruction on zippers with the help of Virginia Ater, Talon Company representative (r.).

Productive Maintenance Clinics

Keep West Virginia's Industrial Arts Teachers Up-to-Date

By Ronald B. Thomas

PRODUCTIVE maintenance clinics offer one means of upgrading industrial arts teachers in West Virginia as well as acquainting them with new developments in materials, tools and equipment.

In analyzing the title of this article one observes these words: *clinics*—the organization in which special problems are studied by concrete examples and where expert advice or treatment is given; *productive*—furnishing results or benefits; *maintenance*—support, upkeep of equipment, means of sustenance. These definitions represent the accomplishments of the clinics.

Held on Saturdays, our clinics are one day in length. Topics and equipment that have been treated include maintenance and fine points of the jointer, table and bandsaw; simple motor maintenance; and techniques of buffing (including new types of compounds and their use.) Safety information relating to the equipment under consideration is always stressed.

The clinics have met with the approval and enthusiasm of the industrial arts teachers and majors who have participated in them.

Other clinics are planned on techniques and fine points of finishing. Principles of lighting to be considered when constructing projects will also be featured.

West Virginia sponsors area clinics so that industrial arts teachers can keep informed on new developments in materials, tools and equipment. Here, a school equipment specialist stresses a safety point, always part of the instruction.

SOME CLINICS have been held in high school buildings that have adequate facilities and are conveniently reached by teachers in the area. Others have been scheduled at industrial arts departments of teaching training colleges so that industrial arts majors could easily attend.

Experts and specialists from equipment manufacturers are lined up for demonstrations and lectures. Several concerns have willingly furnished needed equipment and supplies and pass out material (such as catalogs, parts lists and usable charts).

Attendance, which has been good, has included hobby enthusiasts as well as teachers.

AN EVALUATION sheet that is distributed to participants invites comment on what could be done to improve the clinics. Participants are also asked if they would attend another session and if so, what type of equipment they would like to see demonstrated along with information on minor repairs and adjustments. These evaluations have indicated a desire for other clinics, in addition to those currently planned.

West Virginia's clinics appear to be meeting a need in upgrading in-service industrial arts teachers by providing essential information about new equipment and materials.

We consider them to be of major importance in the maintenance of an effective, up-to-date industrial arts program.

Mr. Thomas is State Supervisor of Industrial Arts in West Virginia.

Around the Nation

NATIONAL INSTRUCTIONAL MATERIALS CONFERENCE RESOLVES ACTION

Conference recommendations tend to reflect the depth of the thinking of the group. But when recommendations span state, regional and national effort one can assume that the best interests of the entire program of trade and industrial education were given careful consideration. The Instructional Materials Conference conducted by the Trade and Industrial Education Branch, Division of Vocational Education, U. S. Office of Education January 19-23 explored many aspects of the problem of providing adequate curriculum materials for all phases of existing programs.

Twenty-four participants from 22 states took part in the conference. Doctors Merle Strong of the Ohio State University and C. Thomas Olivo of the Bureau of Vocational Curriculum Development, New York State were consultants utilized by the Office of Education to plan, coordinate and conduct phases of the workshop activity.

Topics covered in the discussion included *Establishing Responsibilities for Instructional Materials Development; Types of State Organizational Patterns for Curriculum Development; The Need for Research and Curriculum Materials;* and, *The Exchange and Distribution of Curriculum Materials.* During the week many opportunities were provided for participants to report on activities within their curriculum laboratories. Comparisons, contrasts, strengths, and weaknesses were discussed in detail.

A committee composed of Wallace Theilman, California; Merle Strong, Ohio; William Schott, Delaware; F. J. Konecny, Texas; and C. Thomas Olivo, New York; finalized the conference recommendations.

A digest of the conference committee recommendations include:

Individual State Effort: Each state should designate one individual as a liaison person and central clearing agency for instructional materials and information relating to curriculum development activities.

The states and the National Professional Consulting Curriculum Materials Committee should encourage and promote cooperative curriculum projects.

Trade and industrial education personnel responsible for curriculum development should be constantly alert to meeting the basic needs of apprentices, occupational extension and other groups with special problems.

Regional Effort: The curriculum specialist in the trade and industrial education branch should be available to meet with each regional group while they are in session to coordinate curriculum building activities within the states.

National Effort: Ten recommendations were prepared by the Committee. Those shown here are typical. The complete set of recommendations will be reproduced later in the conference report.

The Trade and Industrial Education Branch of the U. S. Office of Education:

Should employ a full-time vocational curriculum specialist.

Should sponsor and conduct National Leadership Development for vocational curriculum specialists.

Should serve as a clearing house and coordinating agency for state and regional curriculum activity.

Should promote the establishment of Industrial Education Research and Resource Centers Curriculum laboratories, and production and distribution units on state and national basis.

AVA ASKS FOR CHANGES IN AREA REDEVELOPMENT ACT

Dr. H. H. London, AVA President; William L. Cooper, Pennsylvania State Supervisor of Trade and Industrial Education, and Dr. M. D. Mobley, AVA Executive Secretary, appeared before members of the Senate Banking and Currency Subcommittee to ask for changes in the language dealing with vocational education in S. 277—the Area Redevelopment Act.

AVA supports this measure but feels that changes in the language would prevent duplication of effort, waste of funds, and possible conflicts of agencies—while it would keep the program in the hands of vocational officials at the local and state levels.

"We believe," stated Dr. London, "that by reason of long and successful experience with varied programs, the state and local vocational education authorities are in a position to make decisions about the need for and the nature of vocational training essential for the redevelopment of low-income and depressed areas. . . ."

Mr. Cooper described Pennsylvania's program for training the unemployed and pointed out that its success indicates that the "State Board for Vocational" Education has the know-how and the organization to organize and operate training programs which may be needed as the result of the passage of the Area Redevelopment Act. To assign this responsibility to agencies other than these boards would result in a duplication of organizations and efforts which may lead to confusion and inefficiency."

FLORIDA PLANS CONFERENCE ON TECHNICAL EDUCATION

A state-wide conference on technical education, sponsored by the Division of Vocational and Adult Education, Florida State Department of Education, is scheduled for Orlando, April 13-14.

Speakers will include Seymour Wolfbein, Chief, Division of Manpower and Employment, Bureau of Labor Statistics, U. S. Department of Labor; and H. Walter Shaw, Editor, Technical and Business Education, McGraw-Hill Book Company.

The opening program will feature an explanation of the purpose of the conference by Fred R. Thornton, Consultant for Technical Education, Tallahassee. Presiding will be Walter R. Williams Jr., State Director of Vocational and Adult Education.

Educators from throughout the nation attended the instructional materials conference sponsored by the U. S. Office.

From the U.S. Office

Donovan Armstrong, Program Specialist for the Southern Region, Distributive Education Branch, is making a satisfactory recovery from an illness for which he was recently hospitalized. He is convalescing at his home and looks forward to returning to his official duties in the not too distant future.

* * *

Lane C. Ash, Assistant Director, addressed the South Carolina Vocational Association at its meeting on March 13 in Columbia on *Preparation for Work in the USSR*. Mr. Ash stressed the importance attached by the Soviet government on the preparation of the rising generation for life, for useful labor. The mission of the school is to train people with all-round education, with a good basic knowledge of the sciences and at the same time capable of systematic useful labor; and to instill in youth the striving to be useful to society.

* * *

All of the National Future Farmers of America officers attended a local FFA banquet at the Norfolk County Agricultural School at Walpole, Massachusetts, on February 7. More than 400 vocational agriculture students, their fathers, and invited guests were present and heard the officers tell of their farming and leadership experiences. This banquet was the first time all the national officers have ever attended a local function together. Preceding the banquet, the FFA officers spoke in Boston at a luncheon of the Associated Industries of Massachusetts. They were accompanied by Paul Gray, National FFA Executive Secretary, and H. N. Hunsicker, North Atlantic Regional Program Specialist, Agricultural Education Branch.

* * *

Local directors, administrators, and coordinators in Indiana, meeting in Indianapolis on February 12 and 13, heard a talk by Mary S. Resh on *Training of Girls and Women for Industry*. Following her presentation, conferees participated in group discussions on what Indiana can do to promote training opportunities for women.

* * *

Barbara R. Fallon, Program Specialist, Practical Nurse Education Section, was guest speaker at the graduation of the practical nursing classes of January 1959 at the Burdick Vocational High School in Washington, D. C., on January 27th. Her speech was titled *Values in Practical Nursing.*

* * *

John A. Beaumont, Director of the Distributive Education Branch, addressed officers and board members of state and area groups of the National Mobilehome Association at their annual meeting in Louisville, Ky. This request to explain the distributive education program and inform members of these groups how a state association might participate in the program is an illustration of the growing concern among outside selling groups in the program.

Vera P. Hansel, Chief of the Practical Nurse Education Section, participated in the California Trade and Industrial Education meeting in Stockton on March 10 and spoke to the group on *National Trends in Practical Nurse Education,* March 11. Mrs. Hansel addressed the annual convention of the California Industrial Education Association on teaching aids, March 14.

* * *

An annual program review visit to the Virgin Islands and Puerto Rico was made in February by R. Edward Naugher, Program Specialist, Agricultural Education Branch. He discussed the role of vocational education in providing employment for young people in the Virgin Islands and met with College of Agriculture and Education officials in Puerto Rico.

* * *

A. H. Hollenberg of the Agricultural Education Branch, is scheduled to conduct farm mechanics workshops for vocational agriculture teachers in 12 states this summer. Each of the one-week workshops will be attended by approximately 20 teachers of vocational agriculture.

* * *

Achieving and Maintaining a Quality Program in Home Economics Education was the theme of the Southern Regional Home Economics Education Conference in Dallas, Tex., March 2-6. Ata Lee, Program Specialist, Home Economics Education Branch, was in charge of the meeting which included approximately 150 home economics supervisors, teacher educators, and chairmen of college home economics departments. Edna P. Amidon, Director, and Berenice Mallory, Assistant Director, Home Economics Education Branch, and Lois Oliver, National Adviser, FHA, assisted with the program.

* * *

The Council of National Organizations on Children and Youth met in New York City in February to plan for participation in the 1960 White House Conference on Children and Youth which has as its theme *Individual Fulfillment of Children and Youth in a Changing World.* Lois Oliver, National FHA Adviser represented FHA at the meeting.

* * *

Lane C. Ash, Assistant Director for Program Coordination, joined U. S. Commissioner of Education Lawrence G. Derthick and four others on a panel for *A Report on Russian Education by a Visiting Team of United States Educators* at the annual convention of the American Association of School Administrators in Atlantic City, N. J., Feb. 15.

* * *

The Home Economics Regional Planning Committee met in Salt Lake City March 6 and 7 to initiate plans for the program for the Pacific Regional Conference which will be held in Denver, Colorado, November 9-13. Berenice Mallory, Assistant Director, Home Economics Education Branch, worked with the group.

* * *

W. N. Elam, Program Specialist, Agricultural Education Branch, conducted the Annual Interregional Conference for Supervisors and Teacher Trainers of Agricultural Education in Washington, February 16-20. Representatives from 16 States attended. The entire Conference was devoted to *Improving Teacher Training in Agricultural Education.* Dr. George O'Kelley, of the University of Georgia, and Dr. E. M. Norris, of Prairie View A and M College in Texas, were co-directors of the discussion groups.

* * *

Approximately 140 home economics supervisors, teacher educators, and chairmen of college home economics departments participated in the North Atlantic Regional Conference on Home Economics held in Boston, Massachusetts, March 16-20. Margaret Alexander, Program Specialist, Home Economics Education Branch, was in charge of the Conference which stressed the development of a quality program in home economics education for present day society. Edna P. Amidon, Director of the Home Economics Education Branch, and Mildred Reel, Assistant National Adviser, Future Homemakers of America, assisted with the program.

USOE Completes Plans For National Trade and Industrial Education Conference, Kansas City

State Directors of Vocational Education, State Supervisors and Teacher Trainers of Trade and Industrial Education, State Supervisors of Practical Nursing Education, and Local Directors will gather at the President Hotel in Kansas City, Missouri, during the week of April 27-May 1, for the first National Conference on Trade and Industrial Education. The purpose of the Conference will be to set goals for the future and to determine a plan of action for the promotion and development of effective programs to meet the changing requirements of the nation's skilled work force.

The U. S. Office of Education's Trade and Industrial Education Branch, in calling the National Conference, based plans on the recommendations and suggestions of a national Steering Committee appointed at regional conferences in 1958. The 28-man Steering Committee met during the 1958 Convention to formulate topics and procedures aimed at taking a critical look at issues effecting trade and industrial education in the years ahead.

Conference activities will include sessions to resolve critical issues, to be followed by work sessions to implement the suggestions and findings. Opportunities will be provided for objective study of the issues by the national group as a whole and for organized work sessions to implement the findings through groups selected because of their special interest areas and because of their special areas of responsibility.

Also included will be a session for regional groups to formulate plans of action to achieve the objective set by the conference. Mrs. Mary S. Resh, Program Specialist, is acting as project coordinator of the Conference which will convene under the direction of John P. Walsh, Director, Trade and Industrial Education Branch.

Associations and People

MASSACHUSETTS HONORS WILLIAM R. MACKINTOSH

William R. Mackintosh, retired Director of the New Bedford Vocational High School, New Bedford, Mass., was honored at a testimonial dinner attended by 650 people December 7. The affair was planned by a general committee of 48 members.

Dr. Owen B. Kiernan, Massachusetts State Commissioner of Education, was a featured speaker. Other speakers included Walter J. Markham, State Director of Vocational Education; Mario Pellegrini, President, Massachusetts Vocational Association; and Ruth B. McFadden, Superintendent, City of New Bedford Public Schools.

Also, Dr. John E. Foster, President, New Bedford Institute of Technology; Everett B. Morris, Associate Editor, *Motorboating;* Charles J. Lewin, Editor and General Manager, *The Standard-Times* (New Bedford); and Z. Walter Janiak, Director, New Bedford Vocational High School.

Greetings were received from James H. Pearson, U. S. Assistant Commissioner for Vocational Education; Dr. M. D. Mobley, AVA Executive Secretary; Emmett O'Brien, Connecticut State Director of Vocational Education; and F. Sheldon Davis, Rhode Island State Director of Vocational Education.

James A. Booth, Director, Malden Vocational High School and President, Massachusetts Council of Local Administrators; and Harvey J. Blanchette, Chairman, New Bedford Vocational High School Board of Trustees, presented scrolls.

AVA Executive Secretary Dr. M. D. Mobley will be a guest speaker at the spring convention of the **Arizona State Vocational Association,** Tucson, May 2. Dr. Mobley will speak at the morning general session and the banquet. Dr. Marshall D. Schmidt, Industrial Arts Specialist, U. S. Office of Education will appear on the morning program and speak at the luncheon meeting.

* * *

Howard Campion, Associate Superintendent, Division of Extension and Higher Education, Los Angeles, Calif., City Schools for 25 years, will retire March 1st.

Born in Minnesota, Mr. Campion graduated from Stout Technical Institute and began his career in vocational education at Stockton, Calif., in 1916.

For two years, 1923-25, he was Assistant Supervisor of Trade and Industrial Teacher Training in the UCLA-Bureau of Industrial Education teacher education center. In 1925, he became the first president of the Frank Wiggins Trade School.

"Frank Wiggins became L. A. Trade-Tech," reports California's Industrial Education Letter (February issue), *"and Howard Campion became the one man who can best explain vocational education to any audience of any size composed of anybody from top echelon egg-heads to underworld heavies. He also became one of the most patient, understanding and effective discussion group leaders . . .*

Long active in AVA affairs, Mr. Campion is a Life Member.

T. Stanley Warburton, Superintendent of Schools in Fullerton, Calif., since 1945, has been named to succeed Mr. Campion in Los Angeles.

William R. Mackintosh (second from right) accepts citations at a testimonial dinner in his honor. L. to r.: James A. Booth, Director, Malden Vocational High School; Harvey J. Blanchette, Chairman, Board of Trustees; and Hyman L. Mohel, Chairman, Special Gift Committee (see story).

Edward M. Claude, Illinois State Chief, Trade and Industrial Education, was the main speaker at the annual banquet of Psi Chapter, Iota Lambda Sigma, held at Southern Illinois University January 31. Mr. Claude's topic was *The Cut of Your Professional Cloth.*

* * *

Dr. Melvin L. Barlow, Head, Vocational Education, University of California, recently served as conference leader for a series of teaching training sessions for the Clark County adult and vocational school staff, Las Vegas, Nev.

J. Harold Brinley, Assistant to the Superintendent of Schools, said Dr. Barlow's broad experience in science, industry and teacher training afforded the school district an excellent opportunity in its approach to expanding vocational and technical training programs.

ROY L. DAVENPORT

Dr. Roy L. Davenport, Director of Resident Instruction, Louisiana State University, College of Agriculture, Baton Rouge, died on January 28 at the age of 60.

Prior to his present position, he was for many years Professor and Head of the Department of Agricultural Education at the same institution. He was a leader in various state and regional activities in vocational agriculture and had been an active and faithful member of AVA.

Dr. Davenport served both in World War I and World War II. In the latter, he was a Lt. Commander in the Naval Air Corps.

HELEN LIVINGSTONE

Helen Livingstone, former industrial teacher trainer for women in the State Education Department, New York City, died on January 24. She was 81 years old.

Miss Livingstone retired 11 years ago. She was an unusually inspiring teacher for hundreds of women now teaching trade courses for girls in the vocational schools. She was one of the original leaders who helped form the Women's Section in the T & I Division of the AVA. It was through her inspiration that Blanche Nechanicky took such interest in the project and has been working for the cause uninterruptedly for 20 years.

Miss Livingstone received a Bachelor of Science degree from the University of Pittsburgh and a Master of Arts degree from Columbia University. During her career she was a supervisor in the Pittsburgh public schools, dean of girls at the Cass Technical High School in Detroit, and principal of the Hebrew Technical High School for Girls in New York City.

In addition to her industrial teacher training work in New York City and at Oswego State Teachers College, she served as an instructor at the University of California and Simmons College. For many years she was a member of the board of directors of the Northfield, Massachusetts, School for Girls. She also was the author of several books and monographs on vocational courses for girls.

Miss Livingstone was active in the New York State Vocational and Practical Arts Association and served as vice president of the Industrial Education for Girls Section two years.

New Books

Commercial Art, No. 140; *Mechanical Engineer,* No. 163; *Newspaper Reporter,* No. 214; *Physicist,* No. 209; *Secondary School Teacher,* No. 175; *Bacteriologist,* No. 155; *Editor,* No. 151; *Fashion Designer,* No. 142; *Interior Decoration,* No. 192; *Vocational Training Teacher,* No. 147; *Camp Counselor,* No. 181; *Practical Nurse,* No. 187; *Psychiatric Social Worker,* No. 180; *Airline Stewardess,* No. 115. Personnel Services, Inc., Peapack, N. J. Single copies, 50 cents; student price, 25 cents, cash with order.

These occupational abstracts cover many additional titles. Six-page leaflets they look at the field from the standpoint of nature of the work, prospects, qualifications, preparation, entrance and advancement, earnings, advantages and disadvantages, and related occupations. Usually included is a bibliography and a list of organizations in the field.

* * *

Introducing Mathematics, by Floyd F. Helton. John Wiley & Sons, Ins., 440 Fourth Avenue, New York 16, N. Y., 1958. 396 pages, $5.75.

The author presents on a mature level the basic ideas and techniques of essential arithmetic, elements of algebra and geometry. Although intended for college freshmen with little mathematical background, the material is such as to hold the interest of those who have had success with high school algebra and geometry.

* * *

Fundamentals of Pipe Drafting, by Charles H. Thompson. John Wiley & Sons, Inc., 440 Fourth Avenue, New York 16, N. Y., 1958. 66 pages, $3.50.

Presenting information pertaining directly to piping as related to drafting, this work is designed for students who have accomplished the basic skills of mechanical drawing and wish to develop specialized skills in the field of pipe drafting.

* * *

Basic Electricity for Communications, by William H. Timbie, revised by Francis J. Ricker. John Wiley & Sons, Inc., 440 Fourth Avenue, New York 16, N. Y., 1958. 538 pages, $6.25.

Adhering to features which made its predecessor useful, this edition is broadened to bring basic electrical principles to bear on a variety of fields, including industrial electronics, instrumentation and communications with examples and problems.

* * *

Home Economics—Careers and Homemaking, by Olive A. Hall. John Wiley & Sons, Inc., 440 Fourth Avenue, New York 16, N. Y., 1958. 301 pages, $4.25.

Directed primarily to the student, this work presents the objectives of the home economics curriculum and the variety of vocational opportunities to which training in the field leads, with career information from officers of professional organizations.

* * *

Succeeding in College Entrance Tests, by Joseph R. Oregl, Julius Freilich, Simon L. Berman. Oxford Book Co., 71 Fifth Ave., New York 3, N. Y., 1959. 314 pages,

Primary emphasis is offered here on Scholastic Aptitude Tests. Also included are achievement tests and a selection of questions in English and mathematics.

* * *

Electronic Communication, by Robert L. Shrader. McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y. 937 pages.

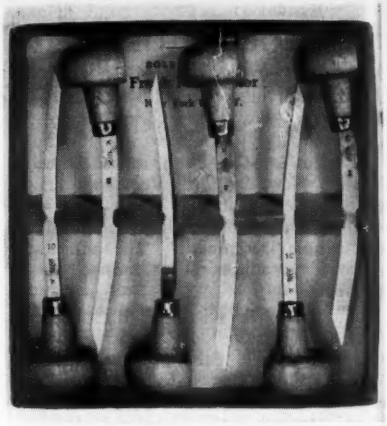
This first simply-written text on radio for beginners desiring either amateur or commercial licenses, was written by an instructor of radio communications, Laney Trade-Technical Division of Oakland City College, Calif.

Originally prepared for post high school students, it will be found that this book can be read and understood by senior grade high school industrial arts students. Step-by-step coverage of basic circuits is followed by the description of more complex equipment, culminating in explanations of color television and radar. Sample license test questions published by FCC for the various commercial radio license examinations and other questions that amateur license applicants should be able to answer are at the end of each chapter.

From Industry

Better service to customers using **Proto** reversible ratchets can now be offered by all Proto dealers. Complete repair parts for ¼", ⅜", and ½" drive Proto ratchets are now availble in kits. Four kits for the same size ratchets are mounted in polyethylene bags on an 11½" x 3" card, which can be displayed on peg board, wall panel or rotating merchandiser hooks. Each kit contains a wheel-plug, two dogs, a lever, a cam, 2 springs, a cover plate with two screws, and a small diagram which shows the user how he can quickly give his ratchet that new, just-bought feel.

This new kit-packaging eliminates dealer stocking and display problems by requiring only minimum inventory and display space, while offering added service to customers.



This set of six gravers consists of 2 round 3 and 10 mm., 2 flat 2 and 10 mm. Lozenge 3 mm. wide and knife. Tools are slightly bent for clearance of hand and to make it easier to work on curved surfaces. They are perfect for wood block cutting and engraving and general utility use. Price of complete set, $5.00, available from **Frank Mittermeier,** New York.

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Association Films' 1958-59 catalog of *Selected Motion Pictures* has just been published and is available free of charge to interested educational and community organizations. The 40-page catalog describes the several hundred free and rental 16mm. sound motion pictures offered by the company for classroom, club, and organizational showings.

* * *

A stimulating series of easy-to-make geometric models for mechanical drawing instructors and for college industrial arts students has been prepared by the **Eugene Dietzgen Co.** of Chicago. The company, founded more than 75 years ago, makes more than 8,000 products for draftsmen, engineers and scientists.

First in the series has been sent directly to students and instructors in more than 100 colleges. Mr. Dietzgen reports that educators have responded enthusiastically. The models are easy to assemble and require no special equipment. Beginning with such simple forms as the tetrahedron and octahedron, the series will include progressively more complicated forms.

Any instructor or industrial arts student can obtain past copies of the models as well as future models by writing to the Eugene Dietzgen Co. giving their name, at-school address and class year if a student.

* * *

Barrett Equipment Co. announces its new precision Brake Shoe Set-R . . . a completely new combination brake shoe and drum gauge for diagnosing brake troubles . . . centralizing . . . adjusting shoes, also detects bent front spindles.

CORRECTION

Deadline for head teacher-trainers to nominate candidates for the Prentice-Hall Agricultural Education Scholarship is June 1, 1959, not July 1 as erroneously reported in the January issue of the JOURNAL.